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Course Syllabus – Summer 2018

**Pathway to Understanding Literacy**

This course is open to educators employed with the Plymouth School District

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**Course Number: EDUC 795-6, XXXX (XXXXD)**

**Credits:** One (1) Graduate Credit

**Prerequisite:** Graduate Standing (must have earned a bachelor’s degree); this course is open to 4K-12 educators employed with the Plymouth School District who want to deepen their understanding of the reading process.

**Schedule:**  Monday through Thursday, June 25-28, 2018 (12:30-4:30 p.m.)

**Location:** Horizon Elementary School

**Course Description**:

This course addresses the foundations of the reading process. Educators will increase their knowledge of what it means to be a mindful and strategic reader. An emphasis on how strategy instruction fits into the reading curriculum to deepen understanding will be addressed. Educators will be introduced to lessons, and resources for easy classroom application.

**Course Emphasis and Rationale:**

Teaching reading is a complex process which encompasses a wide range of skills and strategies. The complexity of the process requires ongoing instruction 4K-12. Teaching of reading needs to happen throughout the day and integrated into all subject areas. This course is designed to give classroom teachers confidence with research-based instructional techniques and strategies in the area of reading.

**Course Objectives:**

* Participants will learn what it means to read deeply so students can read about and beyond the text.
* Participants will understand what it means to comprehend through strategy instruction.
* Participants will learn to read multimodal forms of text.
* Participants will differentiate between reading skills and strategies.

**Required Reading:**

Keene, E. & Zimmerman, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction* (2nd ed.). Heinemann, Portsmouth, NH.

**Additional Possible resources:**

Harvey, S. & Goudvis, A. (2017). Strategies that work: *Teaching comprehension for engagement, understanding and building knowledge, grades K-8.* (3rd ed.) Stenhouse.

* [Into the Book](https://reading.ecb.org/)

**Course Requirements:**

* Attendance
* Active participation
* Learning activities which will include reading, discussion, design exercises and peer critique
* Creation and presentation of a course project

**Evaluation and Assessment:**

* Reflection Journal- 40%
* Participation in class- 20%
* Future goals presentation 20%
* Resource guide- 20%

**Assessment Descriptions:**

* *Reflection journal:* Participants will reflect after each session on learning.
* *Participation in class and online discussion* - Participants will contribute to discussion in class and respond to other participant’s posts in the resource portfolio providing constructive feedback and criticism.
* *Future goals presentation* - Participants will be required to reflect after each face-to-face meeting and create goals for implementing their learning after course completion.
* *Resource Guide*:participants will create a shared digital collection of links and resources supporting the concepts covered in class. These can be used in the future to enhance units of learning.

**Outline**

* What is a mindful reader?
	+ Monitoring and Revising the Comprehension Process
* In Depth look at each Comprehension Strategy
	+ Background Knowledge
	+ Questioning
	+ Inferring
	+ Visualizing
	+ Determining Importance
	+ Summarizing and Synthesis

**Wisconsin Standards for Teacher Development and Licensure**

**1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

**4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

**6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally*.*